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The Principal's Duties — Pre-Citizenship in Walla Walla
The Place of Suggestion in Achievement

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JOURNAL OF EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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Editorials

Horace Mann in Rhode Island

EVERY State Department of Education, except Rhode Island, is on record as enthusiastic in appreciation of Horace Mann's leadership in education. Rhode Island is aggressively opposed to recognition of Mr. Mann's leadership.

The reasons for Rhode Island's attitude and spirit in this matter should be fully understood before the meeting of the Horace Mann League at Detroit in February.

It was little short of sacrilegious to speak the name of Horace Mann respectfully in Rhode Island as long as Professor S. S Greene of Brown University was alive, and out of respect to his memory it was not in good form in Rhode Island to refer to Mr Mann for some years after Professor Greene's death.

Why? Samuel Stillman Greene, who was president of the National Education Association, 1865, and who was an important professor of Brown University from 1855 to 1875, was one of the thirty-one Boston masters who signed every document in that famous controversy with Horace Mann. He alone of the thirty-one attained academic and national prominence, and he never forgot his experience in that controversy, nor allowed others to forget it.

Generous New Hampshire

GOVERNOR JOHN G. WINTHROP of New Hampshire and ex-Governor Huntley N. Spaulding each sent checks for $1,000 for the purchase of 100,000 Christmas seals issued by the New Hampshire Tuberculosis Association. Each of these men is in the habit of responding liberally to appeals for assistance in promoting health and in other personal and community service.

It is a high tribute to the spirit of education in New Jersey that David Ridgeway Johnson of Lambertville, a freshman in the College of Agriculture at Rutgers University, won the honor of being the outstanding student of vocational agriculture in the United States, and its accompanying one thousand dollars award.

Famous School Board Members

F. D. KNIGHT, DULUTH, MINNESOTA

By ALBERT E. WINSHIP

DULUTH has been an interesting city industrially and socially, in civics and education, for nearly half-a-century. It has been the metropolis of Northern Minnesota because of its relation to the Lake Superior shipping interest and the wonderful development of Mesaba iron industry.

For many years Superintendent Denfeld ranked nationally above any educator in the Northwest. He was a born promoter, a natural leader, and gave Duluth a national standing in education that was justified by demonstrated achievements. The interesting feature in Denfeld's fame was the fact that practically no one went there to see Duluth or any of its activities.

With the retirement of Superintendent Denfeld there were various attempts to glorify the city through education, not all of which were appreciated.

For the last ten years everything has gone right in education in Duluth. No city has enjoyed greater peace and prosperity in education than has the metropolis of the Mesaba country.

Leonard Young in the high school and later as superintendent solved all professional problems, C. H. Barnes as county superintendent made every city in the Mesaba range and every school between the cities in St. Louis County famous.

The city Board of Education had to be the creative spirit of the modernized education, and that could only be by the magical leadership of someone who could command all phases of the situation, and eleven years ago F. D. Knight, forty-four years of age, came to Duluth from England at the age of twenty-one, and had had varied experience with the United States Steel Corporation and the organization of which it was created, for a third of a century.

Following the World War, when Duluth began the modernizing of education, F. D. Knight was elected to the city Board of Education (July 19, 1919), and from the first was a vital factor in everything, and since August 4, 1923, has been the chairman of the board, and these eight years have seen Duluth a leader in city education.

I write this with much interest, because I have known Duluth in all of its experiences for more than forty years. I have dedicated schoolhouses, made graduating addresses, attended education associations, and have been familiar with the development of education in every city on every highway of St. Louis county.

It has been a personal pleasure to see the masterful way in which Mr. Knight has selected men and women as his associates in the city Board of Education and has solved various community problems that have seemed unsolvable.

This is not the time or place to tell the story of the experiences of F. D. Knight from eleven years of age, when he began service as a messenger boy in the post office at Croydon, ten miles from London, and remained with that post office till at the age of twenty-one he bade the post office and England good-bye, and came to Duluth thirty-four years ago. It is a fascinating story. This is only one of a limitless number of fascinating acquaintances which I have enjoyed with the schools and schoolmen of America.

What Is Success?

It's doing your work the best you can,
And being just to your fellowman.
And staying true to your aims and ends
And making money, but keeping friends.
It's figuring how and learning why,
And looking forward and thinking high,
And dreaming a little, but doing much;
And keeping always in closest touch
With what is finest in word and deed.
It's being thorough, yet making speed;
It's going onward despite defeat,
And fighting staunchly yet keeping sweet,
It's struggling onward with a will to win,
And taking loss with a cheerful grin.
It's sharing sorrow and work and mirth;
And making better this good old earth.
It's being honest and playing fair,
And looking up at the stars above;
And trusting God's wisdom, mercy and love;
It's serving and striving through strain and stress,
It's doing your noblest. That is Success.

—Anonymous.

Harry T. Ambrose

By ALBERT E. WINSHIP

SCHOOLBOOK publishing is one of the most important education activities, and the passing of Harry T. Ambrose, who was president of the American Book Company from 1896 to 1914, when Louis M. Dillman, managing director of the Chicago division, succeeded him as president of the company, awakens vivid memories of the activities of the creators of schoolbook business.

The schoolbook business of fifteen years ago and the outburst of the World War will always be associated with those who had an active part in the development of American education.

As the mind runs back, it seems as though five great schoolbook publishers died at the same time, for the range of their deaths always coincides with the beginning of the World War—Edwin Ginn, Daniel Heath, Richard S. Thomas, Edgar O. Silver, and Gilman H. Tucker seemed to have died at the same time, as one now thinks of their passing.

Twenty-five years before that several of the leading book publishing institutions organized the American Book Company, which was the ultimate opportunity for the creation of the prosperity of several other schoolbook publishing houses.

There is no intelligent appreciation of history, civic, industrial, or social, that is not viewed in its seasonal relations. Spring days come and go with variations of the thermometer and barometer, they are sure to pass into summer time, autumn, and winter. Individual days achieve little, seasons affect everything and everybody.

Schoolbook business has had high and low temperatures, but 1890 and 1914 were famous seasonal transitions, and Harry T. Ambrose was a vital factor in both functionings, and was the only man alive on the 22nd day of November, 1930, who played an important part in the early '90's in the American Book Company.

Bragg, Cathcart, Vail, Tucker, and Ambrose were as significant in education as were Cleveland, Harrison, and Roosevelt in politics.

Four years before that I had staked everything of myself and some of my friends in the ownership of the Journal of Education. Life and death were the advertising department. I was in Bangor, Maine, when as I stepped from the lecture platform one forenoon I was handed a telegram from the Boston office saying that our chief advertisers had gone out of business by the organization of the American Book Company.

No language had been coined to describe the effect that telegram had upon my mind and heart. I went to dinner—midday meal was dinner in Maine forty years ago—in one of the really famous Down East homes, and was seated at a table with no appetite, no heart for anything—just minus everything.

The doorbell rang, a telegram was handed me: "You will never suffer because of this change," signed "Cathcart." Harry T. Ambrose was the last of the men who sat with Cathcart when that telegram was dictated—the future scintillated with all the hues, tints, and tones of the rainbow.

Sometime

Sometime, when all life's lessons have been learned,
And sun and stars forevermore have set,
The things which our weak judgments here have spurned,
The things o'er which we grieved with lashes wet,
Will flash before us out of life's dark night,
As stars shine most in deeper tints of blue;
And we shall see how all God's plans are right,
And how what seemed reproof was love most true.

And we shall see how, while we frown and sigh,
God's plans go on as best for you and me;
How, when we called, He heeded not our cry,
Because His wisdom to the end could see.
And e'en as prudent parents disallow
Too much of sweet to craving babyhood,
So God, perhaps, is keeping from us now
Life's sweetest things, because it seemeth good.

And if, sometimes, commingled with life's wine,
We find the wormwood, and rebel and shrink,
Be sure a wiser hand than yours or mine
Pours out the portion for our lips to drink;
And if some friend we love is lying low,
Where human kisses can not reach his face,
Oh, do not blame the loving Father so,
But wear your sorrow with obedient grace!

And you shall shortly know that lengthened breath
Is not the sweetest gift God sends His friend,
And that, sometimes, the sable pall of death
Conceals the fairest boon His love can send.
If we could push ajar the gates of life,
And stand within and all God's workings see,
We could interpret all this doubt and strife
And for each mystery could find a key.

B. Frank Morrison

By ALBERT E. WINSHIP

BENJAMIN FRANKLIN MORRISON, or B. Frank Morrison, as I had known him since the year that I became the editor of the Journal of Education, 1886. Colonel N. H. R. Dawson brought him to the Bureau of Education six months after I assumed the direction of affairs of the Journal of Education.

B. Frank Morrison was in the Bureau of Education from October 1, 1886, to October 8, 1930. He was twenty years my junior. He was born in Tuscaloosa, Alabama, and was appointed to service in the Bureau of Education at the age of twenty-one. It signified much that Colonel Dawson, an Alabama Confederate, brought to Washington a young colored man as an office messenger.

When Dr. William T. Harris entered upon the commissionership on September 12, 1889, he was particularly attracted to the bright young colored man, Morrison, who had served his predecessor as messenger, and not only retained him in that position, but made him a kind of butler or factotum in his home.

The Harris family had a high regard for Frank Morrison, and when they left Washington they kept up a correspondence with him.

When Morrison was taken ill, a few weeks before he died, when one of the officials of the office, Dr. Henry R. Evans, acting editor, called, he found Frank Morrison lying in a Morris chair.

"Do you remember this Morris chair?" he asked. "It used to be in Dr. Harris's study, and he presented it to me when he retired from the commissionership on June 30, 1906, and went North to live. Many is the time I have seen dear old Dr. Harris reclining in this chair, writing his treatises on education and philosophy far into the night. Now that I am in this chair I feel something like a philosopher myself."

"You are a philosopher," replied Dr. Evans. "For any man who has so heroically borne up under the ills of life as you have, and taken things so calmly and with such true Christian spirit, certainly deserves the name of philosopher."

Benjamin Franklin Morrison was a man of high character, very much liked by all office associates. He was deeply conscientious in the performance of his duties. At the time of his death he was a member of the clerical force of the Office of Education, and chief of messengers.

He was the personification of courteous attention, and never forgot that I was the only man whom he knew in Colonel Dawson's day who was also in touch with the office in the days of Dr. Harris, Dr. Brown, Dr. Claxton, Dr. Tigert and Dr. Cooper. His greeting was always a reminder of Colonel Dawson, who was the embodiment of courteous Southern hospitality.

Full-Time College Students

RAYMOND WALTERS, Swarthmore College, has made a study of college and university enrollment as of November 1, 1930.

In 431 colleges and universities in all states there were 578,671 full-time students, an increase of 3.1 per cent. over November 1, 1929. The increase in full-time students for 1930 is twice as great as in 1929. For full-time students the order is as follows:—

California (including the University at Berkeley and at Los Angeles)	17,322
Columbia	14,958
Illinois,	12,709
Minnesota,	12,490
New York University,	12,147
Ohio State	10,709
Michigan,	9,431
Wisconsin,	9,401
Harvard,	8,446
University of Washington (Seattle)	7,368
University of Pennsylvania	7,252
Pittsburgh	7,098
Northwestern	6,184
Texas	5,970
Nebraska	5,795
Cornell	5,725
Chicago	5,679
Boston University	5,606
College of the City of New York	5,312
Yale	5,259
Oklahoma	5,210
University of Iowa	4,860
Temple University	4,736
Hunter College	4,614
Cincinnati	4,537

LARGEST WOMEN'S COLLEGES

Hunter	4,614
Smith	1,986
North Carolina College for Women	1,704
Florida State College for Women	1,676
Wellesley	1,550
Texas State College for Women	1,467
Mississippi State College for Women	1,282
Georgia State College for Women	1,195
Vassar	1,157
Mount Holyoke	1,023

Belding's Page

International Fellowships

OF COURSE if you agree with George Bernard Shaw that the less we know about our neighbors the better we like them—and that our prime duty is not to toss dead cats over into one another's backyards—you will not deem it important that the exchange of students among the nations is a growing custom. However, the fact is that a great increase in the number of students studying in other countries than their own has occurred since the war. No less than 1,500 fellowships are in operation, paying wholly or in part the expenses of selected students desiring to attend foreign universities in many parts of the world.

Young people from the Near East, the Orient, European lands and the republics of South and Central America are enrolled in American universities; and many from the United States are similarly registered in seats of learning scattered around the globe.

To claim that the system works perfectly, or that no dross is mixed with the gold of cordial international fellowship, would be unwarranted. If a foreign student is looking for things to criticise in the practices of the people he visits, he will find plenty. By and large it nevertheless happens that actually living and associating with students at an institution remote from one's native soil, does promote friendly sentiments. The chosen young folks who undertake these informal embassies of good will not only learn to respect underlying human qualities of the entertaining peoples, but they are apt to win esteem for their own race and nation.

And it all means that in the years ahead of us there will be planted in positions of leadership throughout the earth, men and women possessing first-hand, intimate knowledge of alien peoples.

Nothing in this promising experiment threatens to weaken or destroy any desirable feature of nationalism. But some of the false aspects of patriotism are bound to be broken down—the narrow and selfish pride which has been a breeder of suspicions, jealousies and wars.

By all means let the interchange of students continue and extend. Those individuals and those institutions that contribute to this phase of education are helping to build a better future for the world.

Participation Aids Learning

BY DOING, one may learn not only to do but to appreciate. He who tries to paint a picture may miss his aim widely, but he will be better able to understand the work of a master artist because, in some small degree, he has shared the experience of producing something in colors with a brush.

And so it is with music; with literature; with dramatics; and with many of the humbler arts of the guild worker or artisan.

Not only appreciation, but depth of understanding as well, is enhanced by actual participation; the act of doing. Laboratory work in sciences may often be over-emphasized, especially for the student who is not preparing for research. But no one comes to grips with a subject, in the fullest sense, until he has grasped it with his hands. Lectures may be informative. They may enable the student to absorb considerable knowledge in a short time. And with the ever enlarging field of knowledge it may be necessary that many portions be surveyed rather casually.

But to appreciate or to understand, the average human being must do something. In no other way are the factors or the principles so keenly visualized in their relations to one another.

"Merchandising" Our Wares

MODERN business has developed a branch or feature called "merchandising." Certain industrial corporations, for example, maintain a corps of trained workers to do nothing but study the firm's products and to suggest improvements or additions which customers are likely to want.

Modern education, likewise, has discovered the need of studying the demands of the markets and trying to make the output of boys and girls, of young men and young women, fit into the known desires of the community. The motive of educational and vocational guidance is none other than this. Our educational plants had been turning out graduates after an old pattern, regardless of the waste of raw material along the way or of the potential needs of customers—the buyers of labor. Not all schools or all colleges have yet recognized the importance of "merchandising," any more than all manufacturers have recognized importance to them of doing the corresponding thing in their business.

Anson W. Belding

Associate Editor

The Principal's Duties

By BYRON C. KIRBY

Principal of the Oliver Platoon School, South Bend, Indiana

Dividing the principal's activities into organization, social, administrative, and supervisory Mr. Kirby urges that 70 per cent. of the executive's day be given to supervision. He describes a technique for improving instruction.

THE evolution of the principalship has been slow, tedious and laborious. Hence, many of the undesirable characteristics peculiar to the profession one hundred years ago still exist, either in rudimentary form or in major detail. Amongst these are the following: Prejudice; the absence of method; the absence of system, of technique, and of a broad conception of the constructive policies essential to building up the efficiency of administration, of organization and of supervision.[1] Practically any business procedure conducted as many large schools are conducted would become bankrupt within six months.[2]

The work of the principal is broad and all-inclusive; its end should be to professionalize the profession; to give bigness, unity, independence, individuality, efficiency and creative functions to school procedure. In order to attain these objectives it is necessary to analyze one's work, to apply business principles to it, and to labor diligently and scientifically.

An analysis of the principal's work shows that it involves four types of duties, namely, (1) organization, (2) social, (3) administrative, and (4) supervisory.[3] These questions, now, logically arise: How shall one apportion his time? Shall he give each of these functions equal time and energy? Or, shall he stress one or two at the expense of the others? The way each individual answers these questions in terms of actual procedure determines, to a great degree, his success and efficiency.

We are agreed that the individual teacher is the most important element of all the instructional agencies; that she is more important than the school building, more important than all possible equipment, more important than the principal. We further know that every teacher has her problems, her moments of discouragement, her longings for friendly counsel and for sympathetic, constructive help. Hence, it is reasonable to assume that the principal's greatest duty is in direct relation to the teachers who are associated with him. His logical duty is to make their work enjoyable, scientific, successful, and effective in the highest degree. This result can be accomplished only through intelligent supervision of instruction. Consequently this phase of the work should receive the greatest time allotment of any of the above named duties. It should receive 70 per cent. of the principal's time between 8 o'clock and 3:30, while administration should receive 15 per cent., social work 10 per cent, and organization 5 per cent.

It is argued by many principals that they cannot give this much time to supervision; that their other duties, such as unexpected cases of discipline, calls by agents, visitors, etc., take too much of their time, and disrupt the day's work. But such should not be the case. Practically every business man, every manager, has his day's work organized and outlined, so that he always knows exactly what he is going to do next. This same kind of planning and of attention to detail is just as necessary to effective procedure in school building control. The method of attack must, in the first instance, be logical and, in the second, definite. If a principal hopes to be efficient he must divide his time somewhat as indicated above; he must work directly towards fundamental ends; he must make a program of his daily activities; he must follow that program explicitly.

A plan for meeting the various duties of the principal in a systematic and effective manner is here suggested.

Administrative work. Duties falling under this division, as classified by Cubberley,[4] are all essential to the proper operation of the school; they must be done accurately, and on time. However, fully 85 per cent. of this type of work can be done between 7 and 8 o'clock in the mornings, between 3:30 and 5 in the evenings, and Saturday forenoons. The other 15 per cent. of the work should be definitely scheduled on the principal's program as, for instance, between 8:30 and 8:45 and 1 to 1:15 daily. This plan provides for more than the traditional number of working hours upon the part of the elementary principal. However, if he wants people to recognize his position, and if he wants to elevate the standards of attainment in his building, he must plan to do more and better work himself.

1. Cubberley, Ellwood P. Public School Administration. p. 237-8.

2. Kirby, Byron C. "Evidences of Inefficiency in School Building Control." The Elementary School Journal, January, 1930. p. 336-345.

3. Cubberley, Ellwood P. "The Principal and His School." p. 38.

4. Cubberley, Ellwood P. Op. cit., p. 40.

Social functions. Duties which fall under this heading are of the following type: Planning school entertainments, school socials, inter-school sports, contests; and attendance at clubs, dinners, luncheons, etc. It is evident that this function has its importance; that it deserves a certain degree of positive consideration. Nevertheless, it is just as certain that one can devote far too much time to it; that he can become engrossed to too great an extent in minor details which afford pleasure without contributing much towards the efficient performance of duty. Phases of this work which deserve attention can be noted and planned expeditiously; others should be rejected in like fashion. The principal must ever be on the alert; he must evaluate all ideas, notions and proposals with which he comes in contact in the light of sound psychology and of effective business procedure. Throughout the course of a year a certain amount of time should be given to social duties, but never very much in any one day or week. This does not mean that the administrator should never leave his building, but it does mean that when he leaves he should be certain that his school will profit, rather than lose, because of his absence.

Organization. Efficient and exact organization is essential to the proper functioning of a school. The children must be housed adequately; programs must be constructed scientifically; traffic must be planned logically; working loads must be apportioned judiciously; and teachers must know their duties definitely. Adequate provision for all this calls for much time, thought and energy. However, most of it can be planned in its broad, general aspects during the summer months, on Saturdays, and after school hours. Minor adjustments can be effected and checked from day to day and on Saturdays throughout the course of the term. Invariably the principal should be able to envisage his school working smoothly, efficiently and majestically in all departments, details and respects at least two weeks before the opening of the term. It is an inexcusable mistake, under ordinary conditions, to attempt to work out the organization for any current term throughout the progress of that term. One should learn to look ahead, to see ahead, to plan ahead; to be prepared for the next semester a month before it arrives.

Supervision of instruction. Instructional work, teaching, is the major function of the school. Hence, it follows that supervision of instruction, that which pertains to making instruction more efficient, is the phase of the principal's work which should receive fully 70 per cent. of his time. This supervision should be the focus of extreme endeavor with the principal, not in the sense that it causes him to make a nuisance of himself, but, rather, to the extent that every teacher feels that she cannot do her best work without his help. Practically every teacher wants to succeed; what is more, she wants the principal to help her to succeed. If he does not, or cannot, do this both the teacher and the school suffer.

Supervision is a two-fold activity. In the first place, it is concerned with observing intelligently what the teacher is doing; and in the second, with attempting to lead her to see a better way, if there be one, of doing her work.

Let us consider the first phase. The principal, upon entering the room, should greet the teacher quietly, sit down, and give her his undivided attention and interest. It is a mistake to greet the class, to examine everything on the teacher's desk, to talk to individual pupils or to interfere in other ways with classroom procedure. When he is through, he should leave quietly. The next day, and, perhaps, the third, he should visit this room during the presentation of the same subject. After this series of purposeful visits the principal is in a position to form some logical deductions as to the teacher's weak and strong points in technique.

Second phase. The principal should now ask the teacher's permission to teach the subject in question at the regular time the next day. When he comes for the demonstration work he should, first of all, give her a list of the points which she should observe most closely. These points are the ones which, according to his observation, have given her the most trouble. Two other factors in connection with the demonstration period which should be observed closely are the following: (1) it should be the same length as the regular period; and (2) the principal should teach the class two consecutive days. This latter procedure is desirable because it affords opportunity, (1) to develop still further the mode of building a better technique. (2) to demonstrate how to work out the review and the drill, and (3) to demonstrate how to unify and to correlate new and old material.

The final step in this program of constructive supervision is the holding of an individual conference at the close of the second day's work. This conference should be based, primarily, upon the outline of weak points which was given to the teacher the first day. The principal should be well prepared for this discussion; he should know what he is going to say, and how he is going to say it. He should lead the teacher to see her weak points, why they are weak, and how to strengthen them. Furthermore, he should discuss with her the aims and objectives of that particular subject, and of all education. In addition, the principal should tell the teacher of the good points in her procedure, and compliment her concerning them. This is the type of work which develops the teacher and the principal alike; which, in turn, develops the pupils; and which, finally, unifies and renders most effective the whole school organization. Hence, it is the type of work which

should receive most of the principal's thought, and most of his time.

It is argued that the general supervisor relieves the principal of his supervisory duties. This contention is fallacious. The former can never replace the latter as a director of classroom technique provided the principal understands his profession. This is true for at least two reasons; namely, (1) in cases where supervisors dictate classroom procedure they must work in harmony with the principal; and (2) the building principal is in a much better position to understand the individual teacher and, therefore, to help her than is the supervisor.

The first reason is significant because the supervisor and the principal cannot both work up to their maximum efficiency in any given building. One will permit the other to do the classroom supervision. Philosophies of education differ too widely for two people with divergent views to direct the same corps of teachers. The second reason is basic since it indicates that a trained principal can do the work of supervision within his building as well as any one can do it.

It is interesting to note here that an objective survey of the one large city in the Central West in which the supervisors do all the classroom supervision and the principals do only administrative work shows that it ranks below the median in writing, spelling, arithmetic, and reading. The director of the survey attributes this standing to improperly organized supervisory technique.

The duties of the supervisor should logically be centred around co-ordinating effort rather than around controlling technique. Among these duties are the following: (1) formulating, with committees of trained principals, various courses of study; (2) unifying the work within the school system; (3) measuring results; (4) analyzing results; (5) issuing mimeographed sheets showing results and comparative achievement; (6) pointing out weaknesses in the work in various buildings; and (7) setting up definite standards and objectives. The supervisor has no more business interfering with the type of discipline, the method of instruction, the method of keeping records or the system of testing within a building than a principal has in rearranging all the cupboards, blackboards, bulletin boards, lighting fixtures and ventilating ducts within the school plant.

The principalship in many instances is not functioning. Too often it is an ill-defined sort of profession, the activities of which include long daily visits with the janitor, reading books and newspapers with the children in the library, unnecessary clerical work and prolonged discussions with book agents. What is more, it will not function until the principal adopts the policy of weighing values, of rejecting that which is of no merit, and of pushing into the background that which is of little importance so that he has time to concentrate intelligently and scientifically upon items of major significance. All this presupposes the making of a program, a budgeting of time, and consistent, hard work. It is along these lines only, that the art of teaching can be brought into full fruition, that teacher and student morale can be mostly highly developed, and that the whole school can be made a power for good and for superior attainment.

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Would You?

If I thought that a word of mine,
  Perhaps unkind and untrue,
Would leave its trace on a loved one's face,
  I'd never speak it—
  Would you?

If I thought that a smile of mine
  Might linger the whole day through
And lighten some heart with a heavier part,
  I'd not withhold it—
  Would you?

—Exchange.

Pre-Citizenship in Walla Walla

By W. A. LACEY

Principal of the High School at Walla Walla, Washington

A large measure of self-government has been granted to the pupils of this high school, and they are learning valuable lessons in the essentials of good citizenship. Various doubts about the workableness of such a system are here answered.

FOR sixteen years the Walla Walla High School has had a system of limited student government. Its chief field has been that most difficult one of all for such control, student behavior. In the study halls, hallways, auditorium, library, in fact in every place except classrooms with teachers in charge, the system operates. A legislative assembly of home-room representatives adopts regulations. Proctors preside in rooms. The president's cabinet heads up the administrative committees and activities. A court tries cases and metes out penalties.

The prime purpose of the plan is training in citizenship through practice in the activities concerned with the control of self and others. Situations involving group problems, individual submission to majority rule, public opinion, and group loyalty are the daily grist. More thoughtful personal behavior and an understanding of the need of law and order are the natural product. The management of a portion of the school's affairs is an incidental result, and a test of the plan. An autocratic teacher-control may develop obedience to law, although this is open to debate, but it does not build leaders. A co-operative teacher-student control both develops a more intelligent obedience and trains for leadership such as democracy always needs.

With preparation for good citizenship acknowledged today as one of the very first duties of public education it is difficult to understand why more use is not made in our secondary schools of the rich opportunity afforded by the daily operation of the institution. Most of the fears offered as excuses for failure to employ this means of training have never materialized in the experience of the school in question.

"Self-government by youngsters will not work." The concern here is obviously for a vague "system" and not for the growth of the student. Possibly complete, unaided self-government will not give one hundred per cent. order in management. This, as stated above, is an incidental, not the prime purpose of the scheme. The managing bodies are given the advice and support of teachers just as in other courses of instruction. Nor is it expected that no troubles will arise. It is to be borne in mind that adult civic government sometimes fails to function perfectly. The high school citizens have proved themselves fully as adept at such matters as adults and as willing to conform.

"The authority of the students will conflict with that of the teachers, and respect for the latter will suffer." If proper care is given to the demarcation of the field of operations, to the general development of the machinery of government to fit the tasks attempted, and to the enlightenment of the teachers as to the purpose of it all no fears need be entertained on this score. Learning to leave final decision to those who stand responsible ultimately for the school's welfare is one of the big and necessary lessons. It has been proved possible. The constitution which the Walla Walla students have drawn calls attention to the fact that their powers are delegated and to the principal's veto. They do not resent this limitation, but would resent an attempt to camouflage it.

If there is group conflict it is not between teachers and the well-intentioned majority, who will always be on the right side of any question if they fully understand it, but between these groups on one hand and the mischief makers on the other. Organizing the majority and bringing its force, the force of public opinion, to bear upon the troublesome ones is a powerful instrument, a proper and educative one, in the school's administration.

"Teacher control is less bothersome and gets better results." Perhaps it is less bothersome; so would elimination of foreign language or mathematics lighten the load. To the last part of the statement those who know the local school's experience cannot assent. It has not worked out so. The incentive of causing someone trouble is removed under the community government plan, and the obstreperous member only causes trouble for himself. No young person enjoys "getting in bad" with his fellows. Moreover, the habit of watching one's own conduct seems to carry over to out-of-hour times and places, and to result in more careful behavior when neither teacher nor system is present.

The roots of community government lie in the sympathetic associations of teachers and students in classroom and club, in laboratory and play-

field. By a willingness to give the student a part in the operations of the daily routine, to give reason for what is required and to listen to explanations of what has been done—in such fashion the teacher cultivates the confidence, frankness and loyalty necessary to successful co-operation in group control.

Many of the high school members show an amazing insight into the problems of their years and display a hearty readiness to assume responsibility when met in friendly fashion around the council table. Their indifference to vital issues, which so astounds their elders, is mostly an assumed veneer, while their ability to reason and to order their ways by reason is highly gratifying. Community of effort for faculty and students was never so easy as it is at present, and credit for fully half of this improvement is due the students.

The Place of Suggestion in Achievement

By FRANCIS ROY COPPER

Northern State Teachers College, Marquette, Michigan

WHENEVER we see the marvelous works that have been achieved by the ingenuity of man, such as the sewing machine, the clock, or great literary productions, do we realize that all of these things came about as the result of some small suggestion that might have escaped the unobserving mind? In each case there was something—a conversation, a remark or observation that made a special appeal to the imagination. The person who achieves usually has a rich background of experience, preparation and training, and also a problem or desire either faintly or clearly defined. He also has his mind and attention so focused that by keeping his eyes and ears open he appreciates the significance of seemingly trivial things.

History tells us that one day a Grecian architect was trying to devise a new design for the capital of a column when his eye chanced to fall upon a basket among some acanthus plants, giving him the suggestion that he might use the acanthus leaves for his decoration—hence the beautiful Corinthian column.

Sometimes a simple suggestion gives a great impetus to education. We read that Leland Stanford, Sr., established Leland Stanford Junior University as a result of an inspiration that came to him in a dream. The story is to the effect that after he had lost his only son, a lad of fourteen years, he became very despondent, and often was heard to say: "I have nothing to live for. I have no children." One night in a dream his son appeared to him and said: "Father, do not mourn my going, and never again say that you have nothing to live for. Live for humanity; live for other people's children." Awaking from his dream, he cried out: "The children of California shall be my children." Thereupon he poured out a generous love-gift of twenty million dollars for the founding of the great University at Palo Alto, California, which not only memorialized his son, but offered opportunity for a more abundant life to thousands of the finest youths of the land.

Dr. Russell H. Conwell tells in his charming book, "Unused Powers," of the people in a poor village in a southern state who met to consider building a schoolhouse but decided that they were too poor and that their children would have to continue to meet around from house to house as they had been doing. A stranger who happened to be visiting in the village attended the school meeting, and, at its close, suggested to some of the members that they could build a log schoolhouse from the surrounding timber without much expense, and have a good time while doing it. Although this was a new thought to them, they set about the work with a will, sending down the Ohio for a carpenter to oversee the building. One day while the men were laboriously chopping the logs the carpenter sat on the bank of the river that ran through the village and began to think how much power was passing every minute of the day, power to saw logs, to cut stone, to generate electricity, all going to waste. He suggested to some of the citizens that they harness this power and put it to work to lift them out of their poverty. So they put in a water wheel and generated electricity, which they sent all over that region. In a little while the village grew into a city. Then they built a fine new high school, even though a short time before they had decided that they were too poor to build any kind of a school.

If we turn to the realm of literature, we find that Shakespeare got his idea for "The Merchant of Venice" from two other distinct plays, "The Jew" and "Ptolome," the former suggesting the bond and the pound of flesh, the latter, the casket scene or the greediness of worldly choosers.

Elbert Hubbard, author of that famous gem in American literature, "A Message to Garcia," a production valued so highly that it was soon translated into most of the written languages of the world, in speaking of how he came to write the "Message" says that the immediate suggestion

came to him when his boy Bert declared that Rowan was the real hero of the Cuban war because he had gone alone and done the thing—carried the message to Garcia.

Also in the matter of health the thing that led to a great achievement was a very simple remark. One day a lad by the name of Jenner overheard a country woman say that she could not take smallpox because she had had cowpox. This statement so greatly impressed him that he started pondering the matter, ultimately developing vaccination against smallpox.

Work on a great labor saving device was initiated in a similar way. In 1838 while Elias Howe was working as a mechanic in Boston he chanced to overhear a conversation in which one of the speakers, a man of great wealth, offered to guarantee a fortune to the person who should invent a machine for sewing. This remark lay dormant in the mind of Howe till two years later, when in sore need of additional income to support his family, he sat one evening watching his weary wife stitch by hand, then the statement about the fortune for the person who should invent a sewing machine revived and took active form. From that time forth he labored incessantly until success finally crowned his efforts, and the sewing machine became a fact.

A small but significant observation on the part of a trained mind led to the invention of the pendulum of the clock. When Galileo was in the cathedral of Pisa on one occasion he happened to observe the oscillation of a lamp that had been set in motion by the breeze, and was so impressed by its regularity that he concluded that by means of equality of oscillation a simple pendulum might be designed for the measuring of time. This idea he afterwards used in the construction of a clock.

Since suggestion plays such a large part in human achievement, it would be profitable for a person who has a problem in mind to be keenly alert for cues for its solution.

Worcester Lads Learn Trades

By ALBERT J. JAMESON

Director, Boys Trade School, Worcester, Massachusetts

Industry was loath to believe, until convinced by its own eyes, that school and shop could be successfully combined. City and commonwealth are partners in maintaining the institution here described.

THE Worcester Boys' Trade School was established February 9, 1910, with a group of fifty-two pupils, some to learn pattern-making and cabinet-making trades, and others the machinist's trade, spending one half the time in the shop and one half in the classroom. The Trade School today has 1,100 pupils with a waiting list of 300 and offers twelve different trades.

The Worcester Boys' Trade School is a state-aided school, operated under Chapter 471 of the Acts of 1911 of the Massachusetts Legislature. This provided that any city or town may establish an independent industrial school under the direction of its school committee, or any independent Board of Trustees, and if the school is approved by the State Board of Education, the city or town shall be reimbursed to the extent of one half of its cost of maintenance.

The city of Worcester has by ordinance placed its industrial schools under the care of a board of nine trustees elected by the city council.

It is the duty of the State Board of Education to approve state-aided industrial schools in respect to their organization, control, location, equipment, courses of study, qualifications of teachers, methods of instruction, terms of admission, employment of pupils and expenditures of money. The city furnishes the land, building and equipment and pays the entire cost of maintenance. All income from tuition and sale of products is deducted and then the state repays one-half of the net cost to the city.

In the early development of these schools it was the opinion of the average person that to teach a trade in a school was quite an impossibility, and that trades could only be learned in the shop or manufacturing plant where the product was produced, and the young man could have actual contact with the work in an atmosphere of pure manufacturing. In the early days the words school and shop were not in any sense connected, as school meant a place of study and shop a place of work. The assumption at that time was to some extent quite reasonable, and this particular feature was carefully measured by the promoters of the new system of training. Therefore it was soon observed that a proper form of connection between shop and school was exactly what was needed to give the desired and most effective training. So institutions of a type having both shop and school were established, which have not only developed in a most satisfactory manner, but give every promise of becoming a fixed and very important part of our industrial and educational systems.

By proper organization the modern trade school possesses all the most desirable features needed for training that could be found in any modern industry; in fact, the very best that can be had has been provided so that the training will meet in every way the requirements of modern industry.

The Worcester Boys' Trade School possesses carefully planned courses both for shop and school, a highly efficient board of trustees, thoroughly skilled and trained instructors, equipment, tools, and apparatus of an approved and modern type, the proper materials, a commercialized product from the shops, buildings especially provided for the purpose and a four-year course.

The content of the Worcester Boys' Trade School includes social training for intelligent citizenship, trade training for effective work in a known occupation and general education for appreciation and individual satisfaction. To meet these requirements in an efficient way this institution includes an academic department, a correlating department and work shops. The organization is planned on a departmental basis, having department heads and instructors both in the academic and shop departments. Such an arrangement is similar to well organized industry.

The academic subjects by being practical are sure to produce a great interest factor, and should include mathematics, English, drawing, industrial history, commercial geography, science, civics, recreation and hygiene. The total time allowed by the State of Massachusetts is 20 per cent., leaving 80 per cent. for shop work.

While the academic subjects are practical in their application, they should not be so in the sense that they apply wholly to work in the shops, but should be practical by application to life, and should therefore include work, social intercourse, civic duties, etc. For the thorough application of the principles it seems highly important to include as a part of the academic department a division for correlating the principles with the practice, and it has been found by careful observation and experimentation that this is an indispensable part of the boys' training.

An efficient teacher for such work must possess a broad and thorough knowledge of both the principles and practice of the particular trade he teaches. It is commonly called the uniting division of the shop and academic department. This duty is assumed by the department head, who also supervises his department.

The academic department possesses all the facilities of a well-organized, modern school, and is very necessary for efficient work.

We now come to the shop program with all its complex and yet important features. The function of the school shop is to meet directly the needs of industry, therefore the character of the work must, in a large degree, depend upon local industry and practice, and must be very closely associated with modern methods of operating.

In training for industry, we operate as closely as possible to industrial practice, as by such practice the boy will be trained in an atmosphere that will closely correspond to the industry. This, however, is not an easy task, but is being done with excellent results.

Manufacturers are indeed generous in support of such a plan, and in addition to this support from manufacturers, orders are continually coming from consumers, and there is no difficulty in securing sufficient commercial work suitable for training purposes.

To meet such a shop program requires a very complete equipment, not excepting, of course, instructors of the highly skilled type, and, above all, the machinery and apparatus must not be allowed to become antiquated, but must at all times be in accord with the very latest and best practices in commercial plants.

Boys who enter our school are usually fourteen years of age; four years later they have arrived at an age that makes them well-rounded young men, and ready to take up the serious duties of industry. We, therefore, assume that a course four years long is a judicious one, and I believe that those who are familiar with such practice will quite agree that it meets the situation properly.

Co-operation with industrial leaders is a duty of the school and shop teachers, and frequent visits to their plants are made.

An essential function of our school is the proper placement of its graduates in industry, and to carry this out a system of follow-up work has been introduced for the purpose of making adjustments.

When these young men graduate and enter industry they soon become, with their four years' training, an asset to the manufacturer, and in a short time become familiar with their new work, and fill places as skillful mechanics. Not only has this training proved to be a contribution to the industries, but the greatest benefit is shared by the young men who are wise enough to take advantage of it. The constantly increasing demand for this training proves that the public in general appreciates its value.

In connection with our day school there are also conducted evening classes for men. These evening classes begin about the first of October and continue for a period of twenty-six weeks. The hours are from 7.30 to 9.30 p.m. The classes are in session four evenings per week, and generally each class meets two or more evenings per week, depending on the number in the class. Sixteen hundred men were enrolled last year.

The day school is the boys' school, and the evening school is the workers' school, and both are designed and operated to give the greatest benefit to the boy, the man and the manufacturer.

They Say

DR. DANIEL L. MARSH, president, Boston University:—

"The over-serious person is a nuisance. He is not only in the way, but he is also continually on the lookout for petty slights and insults, while the person with a sense of humor is well balanced, with a sense of proportion, sympathy, and ability to laugh at petty differences. The small man often worries himself into inefficiency, while the truly great man can pass over the little discords of life with a good hearty laugh."

JOSEPH RENAUD, of the Paris Matin:—

"Never, in any city in the world, have I seen such politeness, such kindness, as in New York—even on the streets, in crowds."

PROFESSOR J. M. OSMAN:—

"I should prefer to admit a million morons than a million geniuses to the United States, because the morons could be put to useful work which none of us want to do."

EZRA POUND:—

"It is as important for purposes of thought to keep languages efficient as it is in surgery to keep tetanus bacilli out of one's bandages."

MAYOR JAMES J. WALKER:—

"A man in public office is measured by his accomplishments, not by the time he spends in office."

SHERWOOD ANDERSON:—

"It is not a laughing age. Notice how little laughter you hear on the streets."

PRESIDENT HOOVER:—

"We have 1,500,000 specially gifted children. There lies the future leadership of the nation if we devote ourselves to their guidance."

RALPH HITZ:—

"America has produced many dishes worthy of a place on the roll of culinary masterpieces, but never a great cook."

HENRY FORD:—

"Wages of workmen are more important to this country than dividends to stockholders."

ARTHUR DEAN:—

"We must remember that once upon a time we oldsters thought we were smart too, and thought we knew a lot more than our dad, ma, teachers, and preachers."

G. K. CHESTERTON:—

"Education is a complex and many-sided culture to meet a complex and many-sided world."

MARY PICKFORD:—

"Hollywood is assailed with an overbalance of don'ts."

EDWARD H. GRIGGS:—

"Literature is the universal opportunity for liberal cultivation."

A. A. HIGGINSON:—

"This depression has made every member of society stop and take stock of himself. It is an excellent time to ask one's self: 'Is my plan of life right?'"

DR. REINHOLD NEIBUHR, Union Theological Seminary:—

"Every new instrument that civilization has devised—property, currency, credit, the machine—has widened the breach between individuals and heaped up inequalities and misery."

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Afraid To Face Issues

By ARTHUR DEAN

Jimmie was certainly a nice little boy and the world was good to him.

Then he went to his first grand birthday party, and like other little boys he over-ate. The next morning he had a tummyache. His very first. My, but it ached! The nearer he got to school the more it ached.

Not only did his stomach ache but also his heart. And the more he thought of his unprepared arithmetic lesson, the greater the heart-ache.

But Jimmie got a great idea. He added his two aches together and this was what he got: "I will turn back and be sick today. I won't have to pretend any, because I am really sick. Now I'll get out of that arithmetic test. Teacher will know that I am sick and that will save me from a failure."

So Jimmie started back home. "What is the matter, Jimmie, darling?"

"My stomach aches something awful and I can't go to school."

Mother was frightened nearly to death. She thought of appendicitis, cholera, and acute indigestion. Jimmie was put to bed, the doctor was called and medicine administered.

In an hour the pain had gone, but mother's solicitations had only just started.

Then father came home early with a brand new adventure book and the promise of something nice if only his little Jimmie would get well quick.

That evening Jimmie was well, that is he was physically well.

Jimmie never got mentally well. Every time anything came up in school that seemed like a hardship, Jimmie always had a glorious stomachache. Stomachaches paid. They declared dividends of presents, special attention, absence from school, and excuses for his failures.

Jimmie's mental health was certainly bad. He was rapidly learning to avoid every unpleasant issue. If it wasn't his stomach that ached it was his feet, eyes, head or arms.

Jimmie (of course he is now James) never got over having aches. Any time anything comes up which is unpleasant, uncomfortable, or in his mind unnecessary, he has some ache or pain.

If his wife wants him to put on his tuxedo and accompany her to a dinner party he is always able to develop a perfect pain somewhere. If his boss gives him an unusual or difficult assignment his heart, head or legs go bad on him.

This fear to face issues is the cause of many failures in life. It starts in at an early age and it is a pity that some one did not knock it out.

Copyright.

Malcontents in Employment

By DR. AUGUSTA F. BRONNER

Judge Baker Foundation, Boston

[*Boston Globe Report of Address.*]

THE misemployed are those who are doing work for which they are not naturally fitted, and they are the first to be let out in time of depression.

There are always malcontents in every industrial organization who become such through being vocational misfits.

Never have the sons and daughters of the people gone out in such numbers to earn their own living, and never have they gone into so complex an economic order. Such corporations as the General Electric, Dennison, and Eastman companies have found that round pegs in square holes are a source of enormous waste, and have developed tests to determine the special abilities of applicants for work. The public school is the place where such abilities should be studied and determined, and there are two pivotal points where consideration is specially needed. The last year in junior high school is one such pivotal point and the last year of senior high school another.

The tendency in this country always has been to crystallize our educational systems and to make each child fit the system, regardless of individual suffering and waste. Many severe problems of delinquency, industrial discontent and persecution manias can be traced to dissatisfactions on the part of the child who cannot fit into the system. The boy who cannot learn to read and write is an example. We used to think him a dullard, and made him repeat and repeat grades. The humiliation arising from this often turned him into a truant who might form bad associations, or become a loafer, or get a fixed idea that the world was against him. Now we know that many of the children with reading handicaps have normal or even supernormal average intelligence; by altering their curriculum we can give them a feeling of progress and we guide them toward vocations which will make them independent of every chill wind that blows from Wall Street.

We do not have the tools for making fine discriminations, but we do have reliable tests for ability in languages, handwork, and for the ability necessary to a technical course.

All Aboard for Adulthood!

You started when you were born, but you were asleep a great deal of the time at first and did not notice much. Now you are awake and enjoying the experiences of the journey. And you are beginning to understand that you, yourself, are largely responsible for its safety, happiness, and success.

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Are These Your Problems?

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396. Why aren't we using more short cuts in education? (New York.)

Maybe it is because teachers are a wordy people, or maybe it is because we were trained in the past and have not our mental gearing tuned up to the speed of the present. We are in our educational science far behind material science, and material science is what has speeded this old world up so astonishingly. We haven't the educational machinery yet with which to catch up, and I suppose this makes many of us timid in throwing away charts, however old, and cutting across stream.

Usefulness, of course, should be the criterion used in elimination and "short cuts," as you call them. But usefulness is not such a simple program as it seems. What is really useful today? Opinion is of little use in answering that question. When we use our judgment, as we are constantly forced to do, we find we have to keep adjusting. We see so little of life, the keenest of us. We have just begun to make objective studies to guide us in the tool subjects, as reading, arithmetic and spelling. Elimination and short cuts in these subjects are possible, and we should be using them. It takes study and courage to do it, and frequently we lack one or both, which is one answer to your question as far as those subjects are concerned.

Our social science is still cluttered up with unnecessary details, but short cuts in this work will come more slowly because objective measuring is slow in developing here. Organization of high lights on proper intellectual levels with what science we have and our best judgment is what we should be doing. Our own training, emotionalized attitudes, and prejudice prevent us from getting at this job as we should. But cheer up, we are taking more and more "short cuts." It is a good doctrine, a good expression, and you keep talking it. By so doing you will give others courage and help the cause along.

397. Why visit the problems of the father on the heads of the children? (Illinois.)

By this question I suppose you are attacking the ancient practice of forcing childhood into adult situations such as consideration of wars, commerce, etc. Only in the last few years have we approached learning through the childhood of other places and other times. No doubt we have erred greatly in this line. Our thought has been, of course, that we must prepare them for adult life, and the only way to do it that we knew was to drill them in the adult experiences of the past. The idea of letting a child grow naturally in power and experience with right attitudes and habits is a comparatively recent one, and has a long way yet to go before it will be accepted generally. Even where now accepted it is largely a matter of words, of theory, coming slowly into action.

There is no excuse for filling a child's schooling with adult problems today. The progressive school is trying to have him fill it with healthy, happy growth according to his own level. To go to the other extreme and say he shall be exposed to none of the adult problems of past or present is just as bad, just as unnatural, for it is not a life situation. The child is constantly surrounded with adult problems in life. He sees them on every side. Why is this so? he asks. How did we get this way? And he has a right to find out. If it involves an adult situation he has a right to the details in so far as he can understand them, and let us not forget that he is growing into life much faster than his fathers.

There is no reason why a child's school life should be filled with the problems of the adult past or present. On the other hand to "protect" him from them all, whether pleasant or otherwise, is no protection. It is privation, it is depriving him of natural mental exercise and subsequent growth. Let him take what he can naturally and happily in as near a real life situation as possible, consistent with the light and laughter of youth.

398. Is it wise to promote or demote children in the middle of the year? (Texas.)

Yes, it is wise to promote or demote pupils whenever they will profit by so doing. But it will be the individual, exceptional case, not a group at this time. To make a practice of weeding out children in the middle of the year for promotion or demotion, and of course demotion is always most regrettable, is a doubtful practice. Unless you are committed to semi-annual promotions you will have very few going on at this time. Pupils who need pushing on to a higher grade will usually manifest it earlier in the year, and it is usually wiser to do it at that time. It gives them a longer period with the older advanced class, and the adjustment to new social conditions and new work is easier if spread over a longer period.

EQUIPMENT NEWS

"Talkies" for Schools

A new attractive plan permitting almost any educational institution to make the talking motion picture an active part in the modern school curriculum has been evolved by the Powers Cinephone Corporation of New York.

This plan would make it possible for any school to install the Powers Porttable Cinephone, a complete talking motion picture equipment, at an extremely low monthly rental rate.

The Powers Portable Cinephone is specially designed and developed for educational purposes. While it retains all the "professional" qualities in sound reproduction, clarity of tone, brilliancy of picture, and uses the standard theatrical thirty-five millimeter film, it is condensed in size, the whole unit weighing only about three hundred pounds, including speaker, amplifier and screen, and simplified so that it can be easily operated.

A film library of several hundred educational and scientific pictures with sound, and also with lectures by prominent American educators, is already made available to the users of the Powers Portable Cinephone at a very low rental rate.

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Crayon Craft Work

Modern school instruction stresses the practical side of art—not art for artists alone, but art principles applied to every-day life.

It is this idea which has led to the development of the "Crayonexing Process," a craft work which teachers find well adapted to school work by reason of its simplicity.

Briefly, the "Crayonexing Process" consists of applying "Crayonex" wax crayons to fabric, and setting the colors by "steaming in" with a wet cloth and hot iron. This makes the article washable. Practically any article on which a touch of color or decoration is desired can be made by this popular process.

Further information may be obtained by writing the American Crayon Company, Sandusky, Ohio.

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Pre-Orchestra Training

The Rhythm Orchestra, Wee Drum and Bugle Pipe Corps, Orchestra Bells and Psalteries have found a permanent place in the early musical training of children.

Directors of music, primary supervisors and teachers are often at a loss to know where these instruments may be purchased, and what type of music to use in developing the teaching procedure.

Mrs. Grace Drysdale, director of the Drysdale School Service, of Cambridge, Massachusetts, is well prepared to assist in selecting instruments and music for pre-orchestra training, which has become so much a part of the music program in public schools.

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Shining Faces

Lantern slides or a film strip to illustrate the historical progress of cleanliness and sanitation through the ages have been prepared by Cleanliness Institute, 45 East 17th Street, New York City, to supplement its reader, "A Tale of Soap and Water," by Grace T. Hallock. This book, designed for sixth, seventh, eighth and ninth grades, has been well received, and the pictorial version is equally adapted to pupils of these ages.

A new poster entitled "Am I Ready for School Today?" is also published by Cleanliness Institute, for use in schools and homes. It is a short and striking check-up chart for children that reminds them of cleanliness and neatness.

An opportunity for young children to cut out and paste pictures is offered in "The Animal Way," by Jean Broadhurst, Ph. D., a primer for kindergarten and first and second grades. In this gaily illustrated book the child learns how the animals keep clean.

A complete new list of Cleanliness Institute publications, including much material of special interest to schools, has just been printed and can be secured on request. Inquiries should be directed to the School Service of Cleanliness Institute.

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Science Demonstration Outfits

The Central Scientific Company, which merged its eastern business with that of the L. E. Knott Apparatus Company of Boston last spring, will continue the Lunt and Haley Demonstration Units for General Science.

Each unit consists of three essential parts:—

(1) A welded steel storage case or container, rectangular in shape, with hinged lid and handles.

(2) The material itself, which consists of apparatus, chemicals and supplies carefully selected for performing on the lecture table a series of demonstration experiments covering a complete topic or unit in General Science as, for example, magnetism and electricity, heating and ventilation, etc.

(3) A set of directions arranged in the form of the individual experiments to be performed, which are thoroughly explicit and well illustrated by means of diagrams and line drawings. With these directions the most inexperienced teacher will have no difficulty in setting up the equipment for any experiment and in obtaining successful results, since each article is plainly labeled, and no requisite material has been omitted.

The purpose of the authors is to relieve the General Science teacher of the time-consuming task of assembling from the homes, the local stores and the high school laboratories, the enormous variety of material needed for performing a few simple illustrative experiments.

For complete information regarding the Lunt and Haley equipment write the Central Scientific Company at 460 East Ohio Street, Chicago, or its Eastern Division at 79 Amherst Street, Cambridge, Massachusetts.

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Electric Clocks

The Standard Electric Time Company, Springfield, Mass., manufactures a complete line covering nearly all the low tension electric facilities required in the modern school. The company supplies electric clock systems, including the program clock for ringing the bells, fire alarm system of both open and closed circuit types, with supervision if desired; school telephone equipment; special laboratory voltage distribution panels together with necessary battery and charging apparatus, and electric tower clocks or other outdoor clocks.

Most of this material the company has been manufacturing and installing for nearly half a century.

The policy of the company in the design and construction of equipment has always been to make thorough study of the actual school requirements, securing the advice and ideas of school officials, and endeavoring to meet their requirements. This policy has made possible a standardization based on a consensus of opinion reducing the cost and securing excellent results.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Flowers of the Law

In talking to a florist one day I remarked that my geraniums would not blossom, but instead ran all to big leaves and rangy stems. The florist smiled.

"The answer to your trouble," said he, "is very simple. Put the plants in smaller pots."

"Why smaller pots?" I asked.

"Because," said he, "as long as the roots run wild with more freedom than is good for them the plant runs wild also, but once let the roots come up against the sides of the pot, and the plant will settle down to being a useful member of your household."

On the way home I pondered over the advice of the florist. Did it apply to human beings as well as to geraniums? I made up my mind it did. In these days, when we hear so much about individual rights, it is well to keep in mind the very wholesome truth that only in those places where every citizen is willing to sacrifice something for the common good is there a chance for the blossoming of all that is good and noble.

Imagine a situation where every one did just as he pleased; where roots, so to speak, ran entirely wild, without any law to give them form, to keep them separate from the roots of others. Under such a condition an evil man would rob every one around him; a sick man would infect all the others in his neighborhood; a man who used vile language would poison the ears of little children. In other words no person would be safe, and civilization would rapidly melt away into the worst form of savagery.

In order to prevent all this each of us gives up rights. We agree not to spit on the sidewalk, or tell dirty stories, or lie about our neighbor, or steal, or do one another bodily harm. In other words, we place about ourselves a wall of law against which our roots grow in beautiful security, take shape and feed into our daily lives those qualities that make American citizenship such a beautiful thing in the world.

Let us, therefore, think often of the geranium with its roots against the sides of the pot, and its branches green in the sunlight, and crowned with the glory of crimson flowers.

Let us, then, apply thought to ourselves, and understand that peace, and comfort, and freedom all are the glorious blossoms that arise in any spot where the roots of society are enclosed, happily, in the strong walls of the law.

The Unspoken Word

Sarah was a beautiful girl. Her voice was low and sweet-toned. Her eyes were a wonderful gray that sparkled when she laughed. Her hands, while showing signs of hard work, were always soft and clean, with shining finger nails. Her dresses, in spite of the fact that she had little with which to work, were the envy of everyone about. There was style to them, a touch here and there that made them different.

Because of her good humor and sweetness Sarah was a favorite among her friends. People trusted her. They knew, when they walked away from her, that she was not passing cutting remarks about them, and they knew when they approached her that her smile of greeting and her cheery word did not mask an unpleasant thought or two. In addition to all these lovely qualities Sarah was first in all her studies. She was bright, and she studied. No wonder that she stood highest on the list.

There was sharp competition in the Lincoln School between Mrs. Farnum's room and a room taught by a young man. Week by week, in attendance and deportment, in studies, the struggle in the two rooms had gone on. At last the principal, in order to settle the ownership of the school flag, decided to give a one-question test. The class scoring the highest rights was to have the flag.

In order to make the test more exciting it was given in the big hall, with everyone looking on. At the principal's command a champion approached the centre of the stage and stood facing the audience. In a clear, easily understood voice the principal asked a question taken from the subject matter of the grade. If the champion answered correctly, a score was given that side, on the portable blackboard off to the left.

Sarah, on her side, and Ben Edwards, on his, were the last two to be called. As they went forward the score was thirty-seven to thirty-seven. You may be sure there was a deep stillness in the hall as the principal gave Ben his question. Ben smiled, then a sort of panicky look came into his eyes. He glanced at Sarah. She seemed as panicky as he. The principal had chosen a question that was a real test. Ben grinned a little, as he said in a low voice: "I do not know." He felt sure Sarah did not know the answer, either.

While Ben had been struggling with the question Sarah's eyes were caught by the strained face of one of Ben's classmates. The little girl's lips were moving. She was saying something over and over. Sarah watched her lips, as though fascinated. Suddenly the meaning came to her.

"Stethescope!" Why *that* was the answer to the question. The principal was speaking. "Sarah," he said, "what is the name of the instrument a doctor uses in examining the heart?"

Sarah hesitated.

"Do you know the answer?" asked the principal. Sarah nodded her head.

"Well?" the principal's voice held a little irritation.

"I know the answer," replied Sarah, "but—"

"But what?" asked the principal.

"I shall not say it," said Sarah.

There was an amazed silence in the big room, then an excited whisper began to travel about.

Sarah distinctly heard a classmate say: "She won't answer because Ben failed. She likes Ben."

Sarah's face turned crimson. With a little difficult flaunt of her head she whirled about and left the platform.

"Your conduct was most unladylike and most rude," said the principal in his office, five minutes later.

"I did not intend to be unladylike or rude," said Sarah, as she wiped her eyes.

"Then tell me the meaning of it all."

Sarah shook her head.

"In that case," said the principal, severely, "I shall have to put you down a class for a week as a punishment."

Big Apples

The Baldwin apple tree hung one of its huge snakelike limbs over the fieldstone fence. Another leaned, in a tired way, on the slanting roof of the woodshed. High on this limb, out of reach of Spot, the old brown cow, hung two of the biggest, rosiest, roundest apples that Jim and John had ever seen.

"Cracky!" shouted Jim. "Look! Did you ever see the beat?"

"Nope! never did!" said John. "I'll tell you what let's do! When they're dead ripe, just after the first frost, we'll pick them and wrap them in tissue paper like oranges are wrapped, and give them to Miss Johnson."

The last Saturday in October the boys decided to pick the apples. They carried the rickety old ladder across the cabbage patch from the other apple tree, and leaned it against the brown limb from which the apples hung.

"I'll go up," said Jim, "while you steady the ladder." When Jim had nearly reached the limb one of the rungs of the ladder gave way. In an instant he was plunged downward, grasping and clawing at the sides of the ladder to save himself.

In the struggle the ladder bumped and jarred the big limb until one of the apples fell, bursting open upon the ground.

"Now see what you've done," cried John, angrily.

"Didn't mean to, did I?" asked Jim, as he rubbed his elbow. "Guess I didn't know the old ladder was rotten."

"Well, you did it, anyway," cried John. "The other apple's mine, and I'm going to take it to Miss Johnson."

"That isn't fair," cried Jim angrily. "I guess I'm the fellow who got hurt. Isn't that bad enough?"

"Well, you should have hung on to the limb and not gone breaking ladders the way you did."

"The ladder would have broken under you, too," said Jim, in a surly tone.

"It would not!" answered John.

"It would!" cried Jim, stoutly.

A moment later the two boys were locked in a hand-to-hand struggle.

"Now," said Mrs. Anderson, "neither of you may take the remaining apple to Miss Johnson until you come to some agreement about it. Meanwhile, you can work off your surplus energy by putting new rungs in the ladder."

Suddenly, as the boys worked, John began to snicker. Soon he put his hand over his mouth, and laughed out loud. A merry twinkle appeared in the corner of Jim's eye. The twinkle became a smile, then he, too, laughed aloud.

"I guess I didn't mean everything I said," chuckled John, as he drove the third new rung through the holes in the side pieces. "This old ladder is pretty well rotted out!"

"And I was thinking," said Jim, "let's both take the apple to Miss Johnson. You can hand it to her if you want to."

The next day, with faces and ears newly washed and shining like the rosy cheeks of the apple the boys approached the teacher's desk. John held the apple.

"Miss Johnson," he said, "Jim wants me to give you this apple. He near broke his elbow trying to get the one I was to give you. The ladder broke, and down he came, kerplunk, with my apple on top of him."

Can there be laughter and joy when the heart is full of anger?

Lemuel's Victory

Lemuel worked just one week for a florist. When the week was up he was discharged, not because his work was poor, but because there was nothing more to do. Lem almost wept when told that he would be needed no longer. He loved the feel of the warm, damp soil as his fingers tucked in the tulip bulbs for their winter's growth. He loved the spicy, moist smell of the greenhouse, and the feeling that all about him were hundreds of living things, struggling upwards out of the dark soil into fragrant bloom and beauty under the sun.

"Lem," said the florist, as he handed him his five dollars, "see those tulip seeds in that box? Somewhere among them is hidden an orange-colored tulip. If I can find it, it will make me rich."

Lem looked at the brown, flake-like seeds, then he said: "Mr. Potter, I'd like to try to find that orange-colored tulip, too. Will you sell me some of those seeds?"

Mr. Potter smiled. "I'll *give* you some," he said, "and more than that, I'll explain just how you must plant the seeds, raise the bulblets, care for them year after year, until they bloom, select the ones nearest the color you want, and then begin all over again. But, mind you, son, it's a long, long job, full of disappointments and hard work, but somewhere is the gorgeous orange-colored tulip that you and I are seeking."

Five years passed. Lem was now a student in high school. Behind his cottage on the south side of a stone wall was his tulip patch—rows and rows of delicate green leaves, with here and there a spearhead, where a bud pushed up its promise to the sun.

"This year, mother," he said, "I have high hopes. I am sure that somewhere in this long line of buds is the orange-colored tulip for which I have been searching."

The spring days grew warmer, the spearheads taller, with a faint color of rose around the tips where the morning sun touched them warmly.

One beautiful day Lem's mother heard a great cry of victory from the backyard. "Mother! Mother!" cried Lem. "Come! Come quick! The orange-colored tulip!"

"What a beautiful flower!" cried his mother, clasping her hands in her excitement. "It is *glorious!* Oh, Lem, how glad I am you have found the treasure you have sought so earnestly these five years."

"Lem," said Mr. Potter an hour later, "your tulip is perfect. You have beaten me at my own game, but I rejoice with you, my boy, and will help you make money on your discovery."

Luther Burbank did, in real life, what Lemuel does in the story. He took spines from cactus plants. He made bigger and better potatoes. He increased the size and beauty of flowers. He is a wonderful example of how the intellect improves life and the necessaries of life. Because Burbank studied the rules of growth, and played them fairly and courageously, never giving up in the face of trouble, he won his many battles, and left the earth a better place in which to live.

Do we play fair with our neighborhood or our life's work if we do no more than our duty compels?

No One Ever Knew, Yet——

A ranger stepped into the middle of the road as the roadster swung around the corner. "This is a State Forest," he said. "There has been a drought. The least blaze will start a fire that will ruin millions of dollars' worth of timber and destroy the beauty of this park forever. Now, take those cigarettes out of your mouths, and give me any matches you may have about you."

"The nerve of that cop!" cried Jeff, as the car purred forward on the smooth highway.

"Old-fashioned bird!" answered Steve Bigby. "I'll bet he has a little smoke himself, all right, all right."

"Just the same, he didn't put anything over on us," answered Jeff. "Here's a little box of matches he didn't get. Light up, old chap! Let's drown the smell of these musty old woods with a whiff or two of good old Elephant."

As Jeff spoke, he lit his cigarette, fanned the match out, and threw it into the brush.

"Say, Steve," said Jeff, an hour later, "what's that haze back there? Say! Isn't that an airplane overhead? And there's another down there flying low in the valley."

The car stopped. The two boys looked back. A heavy column of yellow-tinted smoke rolled lazily into the sky miles back on the road over which they had come.

"It's fire," cried Steve. "Say, do you suppose that match you threw overboard wasn't quite out? Let's beat it! Let's get out of here! This is no place for us!" and so Jeff and Steve faded from the picture. No one ever knew, of course, about that fatal match, but behind their whirring car, age-old monarchs tumbled into white-hot furnaces as the vast fire swept mercilessly into the heart of the noble forest.

Isn't a warning an invitation to play fair? What happens to innocent people when autoists run by stop lights, etc?

Each year millions of dollars' worth of timber burns because of someone's carelessness with fire. Go to your library for more information.

The BOOK TABLE

NEW MANUAL OF THE CONSTITUTION OF THE UNITED STATES. By Israel Ward Andrews. Revised to date. New York, Cincinnati, Chicago, Boston, Atlanta: The American Book Company.

This was the first adequate, reliable textbook on the Constitution forty-three years ago. It has held high rank in school use through all the years. and it is of high importance that it has been brought up to date and fills an important place today.

Dr. Israel W. Andrews was one of the few men whom I knew intimately in 1883 and 1884 who was a college professor in Ohio in all the years that Horace Mann was president of Antioch College.

Dr. Andrews was a professor in Marietta College in 1838, and became president in 1855. I knew him more intimately from 1883 to 1888 than any other person who was active in education from 1838 to 1888, and he was one of the sanest men in the eighties of those who had been dominated by the traditions of ninety years ago.

The "New Andrews Manual of the Constitution" has high significance to me because of these associations.

MODERN DEBATE PRACTICE. By Waldo O. Willhoft, State Teachers College, Peru, Nebraska. Cloth. New York: Prentice-Hall, Inc.

This is not only the latest book on debating, but it is the most specifically framed and phrased with the purpose to make it definitely helpful to any one who has a taste for debate and is reasonably equipped intellectually and by knowledge of affairs to make good use of such instruction and advice as are here given.

One half of the book is devoted to Constructing the Case, such as The Problem, Gathering the Material, Evidence, Argument, Assembling the Proof, Brief Construction and Preparing the Speeches.

The other half of the book is given to Supporting the Case. This includes Refutation, Rebuttal, Overthrowing Opponent's Proof, Offensive and Defensive Tactics, Platform Conduct, Delivery, Ethics and Staging of Debate.

In every respect the treatment of the subject is attractive and inspirational.

EURYTHMICS, ART AND EDUCATION. By E. Jaques-Dalcroze. Translated from the French by Frederick Rothwell. Edited and Prepared for the Press by Cynthia Cox. Cloth. Illustrated. 265 pages. New York: A. S. Barnes and Company.

This is a wonderful book. We have nothing comparable to it so far as we know written by any professionalist in the United States.

"Thoughts must spring from the soul, words from thoughts, and sentences from words. Education should enable us to give form in our thought, and any form that is dictated only by memory, and not by temperament, is of an inferior type."

"It is not so long ago that the child was found to have a sort of physical consciousness, one that had been too long and too utterly neglected."

"Education does not consist in creating faculties which the pupil does not possess, but rather in enabling him to obtain the utmost possible benefit from those he does possess."

"Instruction is passive: it is a means of accumulating knowledge. Education is an active force working upon the will and tending to co-ordinate the various vital functions."

"A child is enormously interested in any game which appeals to his instinct for analysis. It is important to utilize this tendency, and to keep his curiosity constantly alert by supplying him with fresh subjects for analysis—in the form of amusement."

"The greater and more diversified the child's physical experience, the more numerous the facts, so to speak, which will reflect his imagination. The sure result will be a certain intellectual quickening that consists of the faculty of benefiting by experience. No sooner has the child experimented on a number of movements than he unconsciously begins to classify them and to choose those most useful to him. *The power of choice is the basis of the sense of freedom.* If a child knows only one way to do some particular thing his action is compulsory in its value, he ceases to be a free agent."

"The musicality of a person is always dependent on the possibility of analyzing musical acts. It is not enough to vibrate musically in order to be a good musician, for though life is vibration, vibration is not life."

THE NEW PATH TO READING. My Second Primer. By Anna Dorothea Cordts, Professor of Elementary Education, Iowa State Teachers College. Illustrated by Maurice Day. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

This is a "Second Primer" just for more practice in primer reading. There are 126 pages of reading for practice. As in all supplementary reading for little people the illustrations are a vital factor.

This Second Primer provides the opportunity to enlarge and enrich experience through much easy reading. It does not present material on a higher level of learning to read, but provides broader and richer experience in reading on the same level.

The material is based on children's activities and the experiences which are the natural outgrowth of such activities.

SCIENCE DISCOVERY BOOK. Based on Our Environment. Book One, Its Relation to Us. Book Two, How We Adapt Ourselves to It. Both by Carpenter and Wood. Boston, New York, Chicago, Atlanta, San Francisco, Dallas: Allyn and Bacon.

Nothing in progressive education has greater significance in the twentieth century than the creation of school texts through workbooks and their kin with pages that may be removed skillfully and artistically.

This relieves much of the fatigue of the teacher, and makes the work of the pupils more dignified, and gives a scientific attitude to all school work.

The several Workbooks and Discovery Books have raised the whole tone of such creations as high above the mere thought of relief of the teacher and advancing the spirit of the work of pupils in educative achievement as the daily record of the butter fat of every cow is above the old way of estimating the value of a cow by the quantity of the milk produced by all the cows.

There is no textbook in the discoveries of science that is more scientific than in these Science Discovery Books. There are no more valuable illustrations than in these remarkable pages.

These books are a famous creation in education.

Books Received

"Problems in Public School Administration." By Oscar R. Weber.—"Educational Measurement in High School." By C. W. Odell, Ph.D. New York City: The Century Company.

"Higher Education in America." By Raymond A. Kent.—"Pupil's Workbook to Accompany a History of American Civilization." By Harold Rugg and James E. Mendenhall. Boston, Massachusetts: Ginn and Company.

EDUCATION IN ACTION

A Check-up of "Bright" and "Dull" Pupils

Verdict, After Experiments, Is That Present Methods Are Not Fair to Children; Mass Education Is Weighed

"One of the chief handicaps of mass production in any field is the fact that it gives satisfactory results only when given material of a set type," recently declared Joseph Miller, director of guidance, Wilkes-Barre (Pa.) public schools. "Therefore the chief beneficiaries of the public school education are children who have certain specific abilities and whose personalities are of a certain type which lends itself readily to mass education."

Mr. Miller points out that in mass education there is a tendency to label. Children who are successful in school are termed bright, diligent, good. The children who bring home poor report cards are called either lazy or dull. He explained that in both of these groups fall children of the most varied type, and if they are given closer attention it is found that there are almost as many causes of success and failure in school as there are pupils — and teachers, for that matter.

"A study of some 1,500 school children in Wilkes-Barre, Pa., brought out some interesting facts concerning school success and failure in relation to results of intelligence testing," Mr. Miller stated. "There were three groups of children who were subjected to study—the ones considered very bright in school, the ones considered dull, and a central group of children who were termed average by their teachers.

"All these children were given group, individual and non-language intelligence tests. They were studied from the point of view of their appearance, speech and social reactions."

The intelligence of every child was judged, according to Mr. Miller, on the basis of results in all three tests: Group and individual tests, which called for skill in the use of language, and the non-language test. The results were striking, he asserted. Only four and one-half per cent. of the children who were reported as dull were found mentally defective. On the other hand, of those rated as "bright" by the teachers only forty-five per cent. were above average in intelligence. Fifty-three per cent. of those whose success in school work was average rated also average on the intelligence test.

"From these statistics," Mr. Miller pointed out, "it is evident that the rating of pupils in school is even a more unreliable criterion of real intelligence than was commonly suspected."

It was concluded that "some seventy-five per cent. of all the school children would be greatly benefited if the present system of group education could be modified by some individual instruction, individual attention to each student's needs; furthermore, that some fourteen per cent. of children are, under the system of mass production, misjudged, deprived of self-confidence, and thwarted in their mental development."

U. S. Students More Ambitious

American college-goers are more serious-minded and ambitious than the university student of England and Scotland, in the opinion of John M. MacCormick, graduate of the University of Glasgow and present secretary of the National Labor Party of Scotland, here on a speaking tour. He said in part: "From my observations I have also found the American college man and woman more restricted and chaperoned by institutional officials than we are abroad. In the British Isles we live anywhere we please, are responsible to no one, and come and go at our leisure. All our universities are co-educational, too, while a large majority of the American colleges are not. As a result the woman student abroad is less independent. The male element generally regards her as a usurper, and she harbors what is called in the United States an inferiority complex."

No Pay Increase For Cleveland Teachers

The Cleveland Board of Education is planning to save the taxpayers $927,000 during the next twelve months by refusing to grant salary increases to teachers and divers other means incorporated in a retrenchment program.

2 Out of 3 at Princeton Going Into Business

Fifty years ago only about two out of five Princeton University graduates entered business, while today the ratio has changed to about two out of three, a recent survey reveals. There has been a corresponding drop in the number of Princetonians entering the ministry. The survey, based on material gathered from men of the classes of 1877 and 1879, and in the classes of 1924 and 1926, shows a gradual trend away from the professions and toward business.

Seniors Reflect College Life Strain

That the gradual wear and strain of college life is not a myth, but an actual fact, is shown by the results of the health-week questionnaire recently compiled for the 455 women students in all classes of Boston University's college of liberal arts. The questionnaire shows that freshmen rank highest in general health habit, and seniors rank lowest. According to the report made by Marion E. Desmond, of Stoneham, chairman of the general committee for the observance of national health week by the Women's Athletic Association of the college, the general averages of the classes are: Freshmen, eighty-nine; sophomores, seventy-seven; juniors, seventy-five, and seniors, seventy-one. "The dropping of required physical education courses and the increase in extra-curricula activities during the junior and senior years are responsible for the dropping of the health average among the upper class women," Dean Lucy J. Franklin, university dean of women, said in explaining probable reasons. "In order to maintain the high standard that we find at the beginning of the girl's college career we should limit the extent of her activities, and require that physical education courses be a part of her curriculum all through the four years of college."

Military Drills Valueless in Schools

Stirred by the student campaign against military training at the College of the City of New York, educators at Teachers College, Columbia University, attacked the institution of military training from several angles. Dr. William H. Kilpatrick, Professor of the Philosophy of Education, asserted that there was "little or no" place for such training in any correct college curriculum. Other attacks were directed against "education for war at a time when what the world most needs is education for peace." "Actual drill, in my opinion," Dr. Kilpatrick said, "is inferior to other forms of physical exercise. As moral training it is at best nearly worthless, and maybe much

worse. As education in democratic citizenship it is on the whole worse than worthless. The only logical defence that I can see for it is as preparation for war, which, since the Kellogg pact, has become contrary to the solemnly declared policy of the American people."

No Home Lunches For French Pupils

French parents have lost a fight with the educational authorities on the question of the students' lunching at home. The parents recently passed a referendum demanding that the school lunch hour be changed so that the children could eat at home. The authorities declared they could not change the hours, because a law stipulated that the pupils' hours should last three hours in the morning and three hours in the afternoon. French children have long hours, going to class at 8.30 and finishing at 4 p. m.

Citizenship Clubs For School Children

The character education course in Nebraska schools includes a plan for the organization of clubs for boys and girls. The objective of these clubs is to co-operate with the teacher in making a true success of school work and in the development of good character. Chloe C. Baldridge, director of rural education, State of Nebraska, declares that county superintendents have presented plans to their teachers, and have organized good citizenship clubs in the schoolroom, the benefits of which are carried over into home and community life. "Some of the benefits to the children as summarized by rural teachers," she added, "are initiative, originality, resourcefulness, and creativeness developed in the children, responsibility of the pupils for the school, a spirit of service and friendly co-operation, true patriotism, reverence, respect, honesty, courage, assistance to the teacher, closer contact between the patrons and the school, and an atmosphere which makes school pleasant for both the pupils and the teacher. Like all parliamentary organizations, each club has a constitution and by-laws adopted by the club and signed by every member."

Debating in High Schools Is Surveyed

At the request of the National Association of Teachers of Speech, G. E. Densmore, manager of the Michigan High School Debating League, recently made a survey of the practice of debating in high schools in the United States. This report disclosed the fact that of forty-eight states forty have high-school debating leagues, with a membership of 11,392 high schools. Approximately 79,643 debates are held annually, with 99,978 high school students participating. The audiences at these debates exceed in a single year 4,000,000. Such events must have a great influence in the home, in the school, and in the community at large in the molding of public opinion, says the Office of Education.

Building Projects To Cost $25,000,000

Three universities have started or will soon start more than $25,000,000 of construction, and it is estimated that the colleges and universities of the United States could undertake more than $200,000,000 of dormitory construction advantageously at present, without drawing on invested or endowment funds, the President's Emergency Committee for Employment stated recently. "The action of these institutions and others who are helping in the employment problem," said Colonel Arthur Woods, chairman of the committee, "is deeply appreciated. Wherever it is economically sound and financially feasible to anticipate scheduled building programs or to plan new construction work, particularly in the field of public service building, the plan is to be highly commended."

Explain Liability On School Buses

School districts in Michigan which accept fares for the transportation of students are liable for injuries caused by the negligent operation of buses, Attorney General Wilber M. Brucker ruled recently in an opinion asked by John E. Feightner, of Morley, Mich. When no fare is paid, however, the school district is not liable, it was held.

Appropriation For Porto Rico

Authorization of an appropriation of $105,000 for the next and succeeding fiscal years, to extend to Porto Rico the Vocational Education Act of 1917, and $15,000 for Porto Rico's annual share hereafter in the Vocational Rehabilitation Act of 1920 is proposed in a bill (H. R. 12901) which the House Committee on Education ordered favorably reported.

Revises Courses To Suit Women

The Illinois Woman's College at Jacksonville, Ill., founded as an academy in 1846, will hereafter be known officially as MacMurray College, according to an announcement made by Dr. Clarence P. McClelland, the president. The change of name is in honor of James E. MacMurray, of Chicago, former Illinois State senator, chairman of the board of trustees, and a liberal benefactor of the institution. Believing that a reaction is setting in where the higher education of woman is concerned, and that hereafter women's colleges will have to devote more thought to homemaking and the care of children, Dr. McClelland out-

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lined some of the plans being put into effect at MacMurray College. The curriculum was recently reorganized on the assumption that woman's nature differs from that of man in important and unchanging respects; that the occupation of the two sexes will necessarily continue to be different, and that women should be more definitely prepared in college for their pre-eminent sphere.

High Schools "Behind Times"

American high schools lag thirty years behind the educational needs of contemporary life, and today are offering as education an ineffective smattering of disconnected "learnings," Dr. Jesse H. Newlon, director of the Lincoln Experimental School of Teachers College, Columbia University, declared in his annual report. Dominated by tradition and college entrance requirements, American high schools place equal emphasis upon such diverse subjects as mathematics, history and French, with a resultant output of "subject units" that bear little or no relation to one another, and even less to the problems presented by an industrial civilization, Dr. Newlon asserted. A thorough revision of high school curriculums, with concentration upon economics, sociology, politics and government, and with emphasis upon contemporary life, is imperative if the secondary school is to fulfill its function as a social institution, he contended.

Students Taught How to Travel

A university teaches almost everything these days, and in keeping with that program the University of California extension division will give a course on how to travel in Europe. The course will be given in San Francisco, beginning January 21, and in Oakland, beginning January 23, under the direction of Newton H. Bell, who has just completed his seventh trip abroad.

Washington Illiteracy Moving Toward Zero

The national capital is more learned than it was ten years ago. The Census Bureau has announced 1.6 per cent. of illiteracy for the District of Columbia, as compared with 2.8 per cent. ten years ago. The number of persons ten years of age and over unable to read or write was 6,611, as compared with 10,509 in 1920. Seventy-four per cent. of the population between five and twenty years of age is now attending schools, as compared with sixty-three per cent. in 1920.

German Girls Study Housekeeping

In Germany, where modern farm machinery is prohibitive in cost, one sees the farm girls not only as assistant housekeepers, but working in groups in the fields. For such girls training schools have been established, of which the one at Wusterhausen an der Dosse is a good example. This school is in the province of Brandenburg, not far from Berlin. The school trains girls in various braches of agriculture and housekeeping by providing practical experience in both. An agricultural commission of the Brandenburg province founded the institution in 1908. It has twelve acres of ground, part of which is on the shore of a pretty lake. This is a one-year course. The girls must be at least sixteen, and in good health. At the conclusion of this course there is an examination, after which the girls receive certificates as trained assistant housekeepers and assistant farm managers. For any one who wishes to train as a housekeeper this course may be counted as one of the two years of work required.

Fraternity Men Excel in Studies

The average scholastic standing of fraternity men is higher than that of non-fraternity undergraduates, Alvan E. Duerr, chairman of the scholarship committee of the Interfraternity Conference, told delegates of seventy national fraternities. "Each year has shown an improvement over the year before," he said, "and this year the time-worn, oft-repeated charge that fraternity men had obtained an absolute divorce from intellectual activities has passed into history, for during the academic year 1929-30 the combined averages of the 60,000 fraternity men in 125 institutions scattered throughout the country has risen above the all-men's average of these institutions by .069706 of an interval, and by the same token the average of the 140,000 non-fraternity men in these same institutions is two and one-third times as far below the all-men's averages, or .162647.

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An Annoying Noise

"I understand," said a resident of a London suburb to a friend, "that you used to know the new parson who is coming to our church, when you lived in Yorkshire." "I did," said the friend. "Is he a good man?" "I think he is a very good man." "But what are his faults? He must have some faults." "Since you press me I know of but one grave fault in your new parson." "What is that, please?" "He doesn't know how to sing." "H'm! Not a very grave fault, is it, not to know how to sing?" "No, but, you see, he sings just the same as if he did know!"

Impossible

He (in theatre)—"Gosh, we must change our seats. I can't stand that perfume!"

She—"Neither can I, but it is the stuff you gave me for Christmas."—Many Laughs.

Both

Tommy—"Father, my Sunday School teacher says if I'm good I'll go to heaven."

Father—"Well?"

Tommy—"Well, you said if I was good I'd go to the circus; now I want to know who's tellin' the truth."—London Opinion.

Fair Enough

Mother (lecturing Billy, after the company had gone)—"Don't you know the difference between 'sufficient' and 'enough'?"

"Sure, mother!" answered the boy. "'Sufficient' is when a fellow's mother thinks it's time for him to stop eating dessert. 'Enough' is when he thinks it is."

Headed South

Evacuation work on the big sewer had reached a low, mucky place, and the Italian laborers were having their troubles with the soft mud. Suddenly there arose a shout.

"C'mear queeck. Bringa do shov'. Bringa da peek. Pietro, 'e's stuck in the mud, up to his a knees."

"Tell him to wade out," shouted the foreman.

"He no can wade out," shouted the digger, "he's a wrong end up."—Two Bells.

The Arch Pretender

Johnny hesitated when his teacher called on him to recite.

The teacher, who wished to cure pupils of bluffing, said to him:—

"John, what would you call a person who pretends to know everything?"

Johnny (immediately) — "Why, a teacher, of course."—Pittsburgh School Bulletin.

Sh—Sh—Sh

Mike Murphy lived on a farm, and sent his friend Pat O'Brien in town a crate of chickens.

"Did ye get the chickens?" asked Mike, the next time he saw Pat.

"Some o' 'em," answered Pat. "After I got 'em in from the station, they got out of the crate, and I waz two hours scourin' the neighborhood, and then only got tin."

"Sh-sh-sh, Pat, not so loud. I only sent ye six."

Not So Crazy

A man in a hospital for the insane sat fishing over a flower bed.

A visitor approached and, wishing to be affable, said: "How many have you caught?"

The reply was: "You're the ninth."—New Mexico Salvo.

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Who of us wants to be classed with either of these?

The only way out of this seeming dilemma is to make a study of yourself; to list those abilities that you know you possess, and can be used to the advantage of both yourself and the world. And then set out to make the most of them.

No man ever got anywhere by dreaming of what he would like to be, or by wishing that he had this qualification or that. But there have been numerous men who have gone steadily up the ladder of fame, simply by using this one little recipe: "I will do my very best with what I have."

—Exchange.

Drive for School Funds

One of the closing acts at the annual convention of the New England Association of School Superintendents in Boston was the passing of a resolve requesting the New England Council to use its influence to obtain adequate funds for support of a progressive program of public school education in the New England states. In its pledge of co-operation with the council's program the convention reminded the council that "New England depends more on human than material resources, and the development of the human resources depends chiefly on education." Officers were elected as follows: President, Superintendent Charles F. Towne, of Providence; vice-president, Hector L. Belisle, of Fall River, and secretary-treasurer, S. Howard Chace, of Beverly. Directors chosen were: Frank D. Rowe, Warren, Me.; Lyman C. Hunt, Burlington, Vt., and Irwin B. Griffin, Litchfield, Conn.

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